

Justice Institute of British Columbia
COURSE OUTLINE**Course Code: TS225****Course Title: Trauma and Addictions: Assessment and Treatment Issues****Prerequisite Courses: Responding to Trauma and Post-Traumatic Stress Reactions (EP251) or equivalent experience****School: School of Community and Social Justice****Division/Academy/Centre: Centre for Counselling and Community Safety – Counselling and Capacity Building****Previous Course Code & Title:****Course First Offered:**

# of Credits:	1.0
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Course Description:

This course will examine current theoretical understandings regarding the impact of human responses to traumatic experiences, with particular emphasis on the consequent development of substance use and addictions in some individuals. The psychobiological as well as psychosocial processes of both trauma and addictions will be reviewed, and the complications for assessment and treatment of the concurrent disorders (PTSD-SUD) will be considered. We will also review gender-specific differences as well as multigenerational issues as they impact patterns of trauma exposure, trauma responses, and substance use. Available guidelines for best practice approaches in integrative treatment models will be discussed.

Course Goal(s):

At the end of this 2 day, 14 hour course, participants will be able to understand and respond appropriately to clients who present with combined symptoms of psychological trauma and substance use disorders, and to offer effective psychoeducational interventions to these clients.

Learning Outcomes:

Upon successful completion of this course, the learner will be able to:

1. Define psychological trauma.
2. Describe the range of human responses to trauma.
3. Describe the psychobiological aspects of trauma.
4. Discuss relevant gender issues as they relate to trauma and addictions.
5. Discuss the impact of multigenerational trauma as it relates to trauma and addictions.
6. Describe current research regarding the prevalence of the comorbidity of trauma and SUD.
7. Discuss the usefulness of the “self medication” theory.
8. Describe functional models of the relationship between trauma symptoms and SUD.

9. Discuss a trauma based/addiction informed sequence of treatment of comorbid conditions.
10. Describe the professional dilemmas in comorbid treatment approaches.

Course Topics/Content:

- Single episode, multiple, cross-generational traumatic experiences
- DSM IV-TR classifications and symptom criteria
- Variable impacts of trauma: From “normal” to “pathological”
- Gender considerations
- Multigenerational issues
- Trauma and self-harming behaviours
- Psychobiological processes in trauma
- Prevalence of comorbidity of trauma and SUD
- Psychobiology of trauma and SUD
- The “self medication” hypothesis
- Functional models of interplay of symptoms
- Sequencing of approaches in trauma/SUD treatment
- Special professional dilemmas in dual diagnoses treatment

Text and Resource Materials: Use APA style; specify chapters where applicable. ([Style](#))

Required:

Recommended:

Course Level:

x	First Year		Second Year		Third Year		Fourth Year
	Graduate		Other (describe):				

Equivalent Course(s) within the JIBC:

Class Delivery Methods:

Delivery Methods	Class Option A (Hours)	Class Option B (Hours)	Class Option C (Hours)	Class Option D (Hours)
Classroom/Lecture/Discussion	14.0			
Simulation/Lab	N/A			
Practicum/Fieldwork	N/A			
Online	N/A			
Correspondence	N/A			
Total Class Hours	14.0			

Comments on Delivery Methods:
Course Grading System:

Letter Grades	Percentage	x	Pass/Fail
Complete/Incomplete	Attendance Only		

Passing Grade:	Pass
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Evaluation Activities and Weighting:

Final Exam	%	Assignments	%	Project	%	Capstone Project	%
Midterm Exam	%	Portfolio	%	Participation	100%	Other	%
Quizzes/Test	%	Simulations	%	Practicum	%	TOTAL	100%

Comments on Evaluation Activities and Weighting:

100% attendance in all classes.

Active contribution in large and small group discussions and activities.

Successful completion of written assignment for Substance Use Certificate.

Other Course Guidelines, Procedures and Comments:

View official versions of related JIBC academic regulations and student policies in the *JIBC Calendar* on the following pages of the JIBC website:

Academic Regulations:

[://www.jibc.ca/programs-courses/jibc-](http://www.jibc.ca/programs-courses/jibc-)

Student Policies:

[://www.jibc.ca/programs-courses/jibc-](http://www.jibc.ca/programs-courses/jibc-)

[calendar/academic-](#)

Student Academic Integrity Policy
Academic Progression Policy
Admissions Policy
Academic Appeals Policy
Evaluation Policy
Grading Policy

[calendar/student-](#)

Access Policy
Harassment Policy – Students
Student Records Policy
Student Code of Conduct Policy

JIBC Core Competencies

The JIBC promotes the development of core and specialized competencies in its programs. Graduates of our programs will demonstrate high levels of competence in the following areas:

Critical thinking

Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.

Communication, oral and written

Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.

Leadership

Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.

Independent learning

Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies.

Problem solving

State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.

Interpersonal relations

Know and manage oneself; recognize and acknowledge the needs and emotions of others including those with diverse backgrounds and capabilities.

Inter-professional teamwork

Understand and work productively within and between groups, respect others' perspectives and provide constructive feedback with special attention to inter-professional relationships.

Information literacy

Recognize and analyze the extent and nature of an information need; efficiently locate and retrieve information; evaluate it and its sources critically, and use information effectively and ethically.